

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)
☐ Charter ☒ Title I ☒ Magnet ☐ Choice

Name of Principal: Ms. Sue Fuentes

Official School Name: Bullard Talent Project K-8

School Mailing Address:
4950 North Harrison
Fresno, CA 93704-2938

County: Fresno State School Code Number*: 10 62166 6006100

Telephone: (559) 248-7030 Fax: (559) 248-7032

Web site/URL: <http://www.fresnounified.org/schools/elementary/bullardtalent> E-mail:
sue.fuentes@fresnounified.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael Hanson

District Name: Fresno Unified Tel: (559) 457-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Valerie Davis

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------------|---------------------|
| <u>67</u> | Elementary schools |
| <u>15</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>8</u> | High schools |
| <u>0</u> | Other |
| <u>90</u> | TOTAL |

2. District Per Pupil Expenditure: 8284

Average State Per Pupil Expenditure: 8195

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

6 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	39	62	101
K	24	35	59	8	41	53	94
1	25	35	60	9	0	0	0
2	26	34	60	10	0	0	0
3	25	35	60	11	0	0	0
4	49	51	100	12	0	0	0
5	41	56	97	Other	0	0	0
6	48	51	99				
TOTAL STUDENTS IN THE APPLYING SCHOOL							730

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
3 % Asian
13 % Black or African American
53 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
29 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1.	730
(5)	Total transferred students in row (3) divided by total students in row (4).	0.071
(6)	Amount in row (5) multiplied by 100.	7.123

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 24

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 299

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>-9999</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>-9999</u>	<u>14</u>
Support staff	<u>8</u>	<u>9</u>
Total number	<u>40</u>	<u>29</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	95%	95%	92%	90%	92%
Teacher turnover rate	5%	0%	0%	10%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the school years, 2005-2006, 2004-2005, and 2003-2004, two to three teachers each of these years were absent from school on extended medical leaves or parental leaves, accounting for the drop in teacher attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Imagine...

A school where students eagerly await the possibilities that each new day promises.

A school where parents are confident that their children will have a variety of opportunities to be rigorously challenged to be the best they can be.

A school where staff are committed to educating the whole child and preparing them to become active global participants who are limited only by the extent to which they can dream.

A school where the local community, from past and current students and families to local and corporate businesses and organizations, work collegially to maintain a proud tradition of excellence.

Welcome to Bullard TALENT K-8 School, "Where the Arts are Academic."

Early morning jazz permeates the air as school buses from all over Fresno rumble to a stop at Bullard TALENT. Students gather their homework, costumes, scripts, and instruments and head to class to start a day filled with rigorous core academics, art, theatre, music and movement.

Bullard TALENT (Teaching All Learners through Exceptional New Techniques) is a K-8 Visual and Performing Arts magnet school located in the heart of the San Joaquin Valley in central California. Many people think Bullard TALENT students are handpicked or chosen by audition, however, they are selected entirely through a district wide lottery. Students come to Bullard TALENT from across our broad urban school district bringing their diverse needs, multicultural backgrounds and academic readiness to be challenged and enriched in an environment where learning comes alive under the school's philosophy the "Arts are Academic."

From the first day of Kindergarten, all students participate in a Kodaly music program and a visual arts program taught by art and music specialty teachers. In addition, students participate in Spatial Temporal Math (ST Math), which consists of grade level standards based sequential courseware, engaging learners' spatial temporal reasoning abilities, and paired with a companion program in piano keyboarding instruction. As students enter the intermediate and middle school grades, elective specialists provide daily instruction in art, choral music, band, strings, drama, dance, and movement.

Grade level and school-wide productions are a central part of the learning process. Creative energy emanates from students rehearsing scenes on the outdoor amphitheater stage or as sounds of the percussion ensemble practicing for an upcoming music festival come pulsing from "The Creative Zone." None of this could be achieved without strong parent and community support along with our energetic staff who model lifelong learning as they stretch, risk, and collaborate to make learning dynamic for students.

Students from Bullard TALENT emerge with a solid foundation of skills and knowledge in the California content standards with an emphasis in visual and performing arts. Students become self assured and confident to speak before an audience. They learn to be organized as they juggle a hectic schedule in many diverse classes. Cooperation and team responsibility are life skills learned at Bullard TALENT.

Bullard TALENT was recognized by the state of California as a 2008 Distinguished School and by John Hopkins' National Network of Partnership Schools (NNPS) for promising practices in parent involvement. California Business for Education Excellence identified Bullard TALENT for their 2008 Honor Roll, demonstrating outstanding academic performance with a diverse student population. We are proud of our program. We are honored to be nominated for the National Blue Ribbon School Award as it validates the strength of our passion and commitment to an education in the arts, a community that works together, and to a vision that supports each child to embrace his/her talents, abilities and potential to become a shining STAR.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each year public school students in California are assessed in grades 2-11 using the California Standards Test (CST). The test measures a student's knowledge of the California Content Standards in a specific grade level or course. Grades 2-11 are assessed in English Language Arts (ELA) and Mathematics, and in Grade 7 and higher Science and History tests are added. A writing component is administered as part of English Language Arts to students in Grades 4 and 7.

Student results are calculated into five performance bands: Far Below Basic, Below Basic, Basic, Proficient and Advanced. The goal is for each student to score at Proficient or above in each subject area, indicating "meeting or exceeding the standard". Additional information about the California Standardized Testing and Reporting System (STAR) can be accessed at www.cde.ca.gov.

Some students in Special Education may take the California Modified Assessment (CMA), if the students scored Far Below Basic or Below Basic in ELA or Math on the previous CST. The alternative assessment must be indicated in the child's Individualized Educational Plan (IEP), as determined by the school site IEP team based on each child's needs.

The CST scores are used to determine each school's Academic Performance Index (API) as well as adequate yearly progress (AYP). The API is the California measure of school progress from year to year. On a scale ranging from 200 to 1000, the state has set a goal of 800 for each school. Bullard TALENT's API has grown from 793 to 850 over the past five years, with a 23 point increase in 2008. API is also reported by numerically significant subgroups. For example, in 2008, results were: Hispanic - 800 to 823, White - 881 to 901, and Socioeconomically Disadvantaged - 780 to 799. Schools meeting certain growth targets and participation rates school wide and by subgroup are eligible for the California Distinguished School Award, which Bullard TALENT proudly received in 2008.

Bullard TALENT has consistently demonstrated increased student achievement school wide in English Language Arts and Mathematics over the five year period. Each grade level has made gains in mathematics in Grades 2-8. Proficiency in Grades 2 and 3 in English Language Arts has been steady but with time in our program achievement has climbed in Grades 4-8. Even as our school demographics evolve within our inner city school district, the percentages of students Proficient and Advanced in each of our numerically significant subgroups indicate upward trends. The achievement gap between White and Hispanic students has narrowed, while both populations have continued to increase in proficiency. While the African American subgroup represents a relatively small number of students, often less than 10 per grade level, we closely monitor the progress of this population. The gap between White and African American students has decreased as well, particularly in math achievement.

For nearly 30 years, Bullard TALENT has been a jewel in the Fresno Unified School District, dependably providing an excellent comprehensive education to all of its students who represent the tremendous diversity of the entire city of Fresno. The learning community is united in its commitment to continuous improvement and the belief that ALL students can achieve high levels of proficiency through a balance of enriched, standards-based academic and visual and performing arts experiences.

2. **Using Assessment Results:**

Teachers have ready access to online student data through our district Assessment Information System (AIS) and have been trained in data analysis. California Standards Test results from the previous year's class configurations are reviewed and analyzed on the first day teachers return in August. Data is scrutinized by class,

by grade level and by school to identify trends. Staff examines each content cluster and standards within the cluster. A similar process follows using class lists from the current year. By closely reviewing scale scores, teachers set CST goals for each student in English Language Arts and Math. The staff is aiming at a 5% increase in proficiency in language arts and math in 2009. This year, data analysis indicates a relatively large number of students performing in the Basic performance band, close to achieving Proficiency. The staff has set a tall goal of 50% of students currently in the Basic performance band reaching Proficiency. The feedback provided from assessment leads to teacher ownership of performance data and is the impetus to improve practice.

Teachers discuss, reflect and plan in grade level groups for upcoming instruction by diving into core curriculum, teachers' guides, essential standards and pacing charts. They work together to address relative weaknesses in student performance, how to differentiate to meet individual student needs, and share ideas about successful practice. Teachers design and record action steps and determine how progress will be monitored. Action steps are implemented and teachers meet again to review progress using evidence such as standards based student work, teacher made tests, publisher assessments and the district benchmark tests. At each benchmark test, administered three times per year in language arts and math, teachers revisit the original goals set for each student to analyze progress. Individual student goal setting forms with color coding are provided to help students assess their own learning and be a part of the goal setting process. Each teacher maintains a standards and assessment binder, which includes pacing guides, grade level standards, and assessment results. This system helps to make the monitoring process evidence based, and gives ready information for reflection and planning.

3. Communicating Assessment Results:

The well established expectation for student achievement and behavior is the common thread throughout a child's history at Bullard TALENT. The staff is very conscious that everything we see, do, and say promotes student success. As you head down the center hallway, a school data wall greets you with a graphic display of how our school is performing.

Back to School Night is held just prior to the start of the school year. Mrs. Fuentes, our principal, opens the evening with celebrations of accomplishments including our most recent achievement data. The local newspaper reports California Standards Test results to our entire community. Bullard TALENT is listed on two websites that profile high achieving schools, "Great Schools" and "Just for the Kids". Our own school website proudly displays our achievements. The school newsletter goes home weekly with each student and often updates parents on schoolwide progress. Academic standards, goals and school progress are reviewed and discussed with parent representatives at School Site Council and the English Learners Advisory Council. The Title 1 Parent Meeting is another opportunity for parents to learn about academic expectations and how our students are performing.

At parent conferences, teachers show parents what students are learning and what it looks like to meet grade level standards. This is also a time to communicate student progress and ways parents can help at home. Parents receive information throughout the school year such as, progress reports, report cards, CST reports, GLAS reports (Grade Level Assessment of Standards – district benchmark test) and graded student work, to complete the picture of achievement. At any time, Grades 6-8 students and parents have online access to student records of assignments, grades and attendance. Student Study Team meetings, Special Education IEP meetings, and 504 meetings involve parents and staff in reviewing current levels of student performance and develop specific plans to meet individual needs.

4. Sharing Success:

Staff expertise and accomplishments and school wide achievements have brought positive attention to Bullard TALENT and offered opportunities to share successes. Local publications, media stations, and websites have featured the successful learning at Bullard TALENT.

Bullard TALENT implements a research based program through the MIND Institute that enhances spatial and temporal reasoning, and ultimately overall achievement in math. School staffs around the Fresno area have visited Bullard TALENT to examine the program. Mrs. Fuentes, our principal, has been invited to speak at several MIND Institute presentations to share Bullard TALENT's success.

Many of our staff have specialized credentials and experience in the arts that leads to participation in the local arts community and sharing the successes of Bullard TALENT. Teachers have presented at conferences and workshops to impart their effective actions in teaching reading, writing, math, and the arts.

Bullard TALENT was selected for the NNPS Promising Partnership Practices Award in 2007 for outstanding practice in parent involvement. A description of the strategies for involving parents and the community in a 14 show musical production was highlighted in the John Hopkins University publication, which was distributed across the country.

Fresno Unified principals participate in Principal Leadership Teams, visiting school sites to get first hand views of effective strategies that have raised student achievement. Mrs. Fuentes has shared successful practices and mentored other principals. Several schools starting programs in the arts have toured Bullard TALENT and met with staff to glean strategies and advice.

Our students have consistently received superior ratings at national choral and instrumental music festivals. Bullard TALENT students have performed at a variety of community events, promoting the philosophy of an education in the arts leading to high academic achievement. Festivals and community performances provide a venue for staff to interact with other schools and share their experiences.

As a school we continually look at high achieving schools to learn from their successful experiences. In turn, we gladly share practices that have lead to our school success and believe in the benefit of mutual exchange of knowledge to raise the bar of student achievement for everyone.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The focus on academic standards at Bullard TALENT is unmistakable. Rigorous California content standards are the heart of the program and tell what students at each grade level must learn. The district adopted core curriculum materials and supplemental programs are viewed as vehicles for standards based instruction and achievement of proficiency. These materials, the teacher guides and content pacing charts ensure a guaranteed, viable curriculum for all students. Publisher assessments and district benchmark tests are aligned to the standards and provide specific feedback on student progress toward proficiency.

Through purposeful planning and implementation, reading, writing and math are explicitly taught, integrated across the broad curriculum, and learned by Bullard TALENT students. Every student in grades K-8 maintains an Academic Vocabulary Notebook, with specific words in language arts, math, science, and history using Robert Marzano's steps for effective vocabulary instruction. The emphasis on brain based learning has ignited the staff to use research based practices most effective in increasing student achievement, such as active engagement, building background knowledge, and making connections through vocabulary, comprehension and writing taught across the content areas.

The language arts curriculum, based on grade level content standards, provides a balanced approach to reading, writing, listening, and speaking. The language arts are viewed as reciprocal processes that relate and strengthen each other. Specific skill instruction is taught and practiced to insure that all students are fluent readers by the end of the 3rd grade so that they can adequately make the transition from "learning to read" to "reading to learn." The rich curriculum includes high quality literature in a variety of genres, experienced through direct instruction, read alouds, books on tape, and independent reading. Reading and understanding expository text is taught through the language arts curriculum, as well as the other content areas.

In mathematics, teachers utilize a structured lesson design approach to teach standards based lessons with specific objectives, vocabulary, guided and independent practice. Each student records lesson steps in a spiral notebook, using multiple modalities of seeing, listening and writing to help cement learning. Beyond the Basic Facts, a systematic program for learning math facts through understanding commutative property, is implemented in every 1st-6th grade classroom. The MIND Institute's ST Math program, based on extensive research confirming the importance of music instruction in the development of mathematical concepts, is implemented in Grades K-5. ST Math is an individualized computer program focusing on nonlinguistic problem-solving tasks and is paired with a companion program in piano keyboarding for activation of spatial temporal reasoning. In grades 7-8, core curriculum in math is leveled from pre-algebra to geometry to meet student needs, and enables algebra and geometry students to receive high school credits.

Science instruction comes in many forms, from research study to experiments to class discussions. Students study life, earth, and physical science in thematic units using observation, note taking, inquiry, hands on experimentation, and critical thinking. Botanists, biologists, archaeologists and others in the science fields have been welcome guests to enhance student learning. In addition, connecting students to the real world have been field trips to the Monterey Bay Aquarium, San Joaquin River Reserve, and the Lawrence Hall of Science at University of California, Berkeley.

History comes alive at Bullard TALENT with interactive units of study and integrated projects. Students connect to historical events through realia, multimedia and field trips, such as touring the historic California missions, the Gold Country or the Holocaust Museum of Tolerance. Re-enacting history enhances student understanding of life in other times. 7th and 8th graders showcase their historical knowledge at the annual Renaissance Fair and Civil War Ball, respectively, through student projects, learned period dances, the making of traditional crafts, and the wearing of period attire.

A comprehensive, standards based visual and performing arts curriculum is provided for all students to develop their knowledge and skills in the arts, and to support overall academic achievement. From kindergarten, students are immersed in art, music, drama, and movement as a foundation for later grades where students can participate in an extensive elective program and auditioned performing groups. Middle school students have the opportunity to pursue foreign language study by co-enrolling in Spanish at the nearby high school. The students take the course during zero period.

Academic learning is enhanced by simultaneous support of the physical, social, and emotional needs of students. Character Counts, health education, peer mediation, anti-violence curriculum, and drug and alcohol prevention programs, promote healthy decisions. Students are engaged in a variety of physical activities; football soccer, volleyball, kickball, basketball, and physical fitness as well as arts electives in aerobic jazzercise, jazz dance, tap dance, ballet, and folk dance for well rounded experiences.

2a. (Elementary Schools) Reading:

The grade level standards are the basis for teaching and learning. The core and supplemental materials are the tools for providing a balanced language arts program of reading, writing, listening, and speaking. The areas of language arts are interwoven and support overall reading achievement. Teachers provide explicit skill instruction and opportunities for application through the context of a story or reading passage. Read alouds expose students to a variety of genre and allow teachers to model good reader strategies and thinking skills. Every teacher K-8 is responsible for vocabulary development and reading comprehension and extend that instruction across the curriculum. Multiple measures are used to assess student learning including DIBELS (Dynamic Indicators of Basic Early Literacy Skills), publisher story and theme skills tests, district benchmark tests, writing samples, students' daily work, and teacher observation. This broad approach to reading has resulted in 65% of our students achieving proficient or advanced on CST, and continued growth in the clusters of vocabulary and reading comprehension.

The core adoption includes "extra support" materials that are used by teachers to support those students who have language needs, are struggling academically, or need more challenge or acceleration. For example, audio recordings of stories provide opportunities for struggling readers to hear text and develop understanding. Leveled support readers are utilized in language arts, social studies, and science to make content comprehensible and extend the learning opportunity. Instruction using small and whole group settings that incorporate graphic organizers, pre-taught vocabulary, predictions, mental imagery, and connection to prior knowledge are examples of effective strategies found across the grade levels.

Supporting the learning of all students is the Library/Media Center, featuring 11,000 books representing broad genre, interests and reading levels, and two 34 station computer labs with Internet access. The Library/Media Center is an inviting hub of activity with classes and individual students listening to stories from our librarian, accessing resources, and engaging in elective classes. Independent reading is central to our program with every student having an independent reading goal through Accelerated Reader and an array of reading choices. Over 35,000 books are checked out by our students annually.

3. Additional Curriculum Area:

Permeating the learning environment and supporting the culture of high achievement for all students is the philosophy "The Arts are Academic." A site-developed, systematic exposure to all the genres through course requirements in visual and performing arts – art, music, theatre, and movement – allows students to explore new ideas and identify and develop strengths. A comprehensive standards-based visual art program that develops artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications builds bridges of success that bring a depth of understanding and application to the content of academic courses. Kodaly, a music methodology utilizing and developing aural/oral strategies through the use of folk music that has stood the test of time, is coupled with traditional instrumental and choral

music instruction. Each year, every grade K-5 performs a musical play, complete with set, lighting, costumes and choreography to be viewed by parents and family members. The content of the plays makes a connection to grade level curriculum. For example, 5th grade linked to American History by performing “The Adventures of Tom Sawyer”. “E-I-E-I- Oops” was the choice of first grade relating to the farming and agriculture of the San Joaquin Valley. At the middle school level, students audition to participate in the annual musical production, a collaboration between the academic and visual and performing arts faculty, students, families, and the community, and take advantage of their collective ideas, strengths, and abilities.

Visual and performing arts elective classes allow for students to work in mixed grade levels in a variety of settings, promoting a sense of cooperation and community. These classes give children choices, the opportunity to pursue personal interests or explore areas in which they may be less familiar. Some class options include Drama in Spanish, Puppetry, Mask Making, Computer Art, Jazzercise, and Folk Dance. Choice builds in motivation and the natural desire to learn. These innovative, research based approaches not only make strong, real-life connections to academic and visual and performing arts standards, but also create multiple opportunities for all students to be challenged by rigorous curriculum and learn in new and different ways.

4. Instructional Methods:

Bullard TALENT fosters a culture of high expectations for all students and recognizes the differentiated support necessary for all students to be successful. A tiered intervention plan is in place to support student needs. Teachers and administrative staff review student assessment information. Through collaboration, they identify that most students’ needs (benchmark) are met through rigorous classroom standards based instruction. Others (strategic) need classroom support using differentiated teaching strategies and small/individual instruction by the classroom teacher to meet or exceed grade level standards. A small number of students (intensive) require specific intervention classes paired with differentiated classroom instruction to accelerate their learning. Students are assigned to receive instruction from specially trained Certificated Tutors using intervention curriculum.

Teachers incorporate the use of Robert Marzano’s *Nine Effective Teaching Strategies*, such as note taking, advanced organizers, and cooperative learning to support all learners. Differentiated instruction in core curriculum and project based activities, such as reports, models and experiments, provide for varying student levels. Building background knowledge and explicit teaching of academic vocabulary have proven successful in preparing students for understanding concepts across the content areas. The staff has studied brain based research and implements strategies for cognitive engagement such as regularly providing opportunities for processing information and consistently checking for understanding. Teachers use two individualized programs, ST Math and Accelerated Reader, to provide opportunities for students to progress at their own pace.

The program at Bullard TALENT, “Where the Arts are Academic”, provides many opportunities for students to succeed in interactive instruction in a variety of settings. Students find success in the visual and performing arts and their success and confidence in these areas translate to the classroom in other subjects. Instruction in the arts allows students to learn complex concepts through multiple modalities. The arts curriculum encourages individual expression of thinking, creativity and advancement.

5. Professional Development:

The school staff utilizes assessment data from a variety of sources to analyze student performance, reflect on instructional practices and determine needs for professional development. The plan for professional development is directly related to the focus areas in our Single Plan for Student Achievement (SPSA) or School Site Plan: curriculum knowledge, effective practice, student engagement, positive behavior supports, and academic intervention. Professional development provides for adult learning in each of these areas, time for planning, and opportunity to implement.

The commitment to professional development for continuous improvement is evident by the variety of settings,

configurations and schedules used to maximize the effectiveness of adult learning. Three full days of training are scheduled during the school year. Before school meetings transpire for the Leadership Team, grade level meetings, content area groupings, and whole staff meetings. Teachers attend content area workshops, professional conferences, college courses, and network with colleagues. Formal and informal conversations between individual teachers and administrators, built on collaborative relationships, strengthen effective practice and encourage teachers to try new strategies. District provided literacy and math coaches demonstrate lessons, observe teachers and provide feedback to improve teaching and learning.

Effective instructional practices are critical to student learning and are taught, discussed and modeled at every staff inservice. The staff has been studying the research of Robert Marzano for the last few years. It is evidenced by the emphasis on building background knowledge through graphic organizers, visuals, realia, multimedia, and pre-taught vocabulary. Teachers use Marzano's six step process to effective vocabulary instruction, including multiple activities to revisit and use words. These strategies are referenced and provide background for understanding Eric Jensen's research in brain based learning. Teachers were introduced to this brain research and the implications for teaching and learning primarily through the study of Teaching with the Brain in Mind. Staff has studied and implemented strategies that promote student engagement, motivation, and active learning.

6. School Leadership:

The leadership at Bullard TALENT actively involves all members of the school community - students, parents, school staff, site administration, community members, and district staff – working together to implement a standards based program, with an emphasis in the visual and performing arts, that effectively meets the academic and behavioral needs of students. Utilizing a cycle of continuous improvement model, representative groups repeatedly gather and interpret data to develop a plan that addresses rigorous standards; curriculum, instruction and academic support; and assessment and accountability. The Single Plan for Student Achievement (SPSA) serves as the living document that shapes program and budget decisions to support the school goals.

Mrs. Fuentes, our principal, facilitates the development of the SPSA by bringing together the many teams invested in the academic success of the students. She provides the leadership to understand where we are and where we need to take students academically, and that it necessitates honest conversations, respect for diverse opinions and willingness for successful collaboration. Leadership teams, grade level teams, administrative teams, committees, Visual and Performing Arts coordinators, special event coordinators, School Site Council, English Learners Advisory Committee, Parent-Teacher Association, Friends of Bullard TALENT Foundation, and student leadership all provide insight and input to construct the plan that leads to student success. State frameworks, content standards, and the Fresno Unified LEA plan, including district core beliefs and strategic objectives, guide the process. Thorough analysis, using multiple measures of student and school performance, provides needed evidence to make program decisions. State and local assessment data, student, staff and parent surveys, and student work are scrutinized to determine needs. Armed with data and evidence, goals and action steps reflecting the school vision are established. Resources of time, space, people and money are prioritized to support the goals and meet students' needs.

To effectively implement the SPSA, staff members step up as leaders to train colleagues and address rigorous academic standards. Teachers and administrators attending conferences come back to teach newly learned strategies to other staff. As our staff often works in cooperative or interactive settings, teachers take the lead as group facilitators to maximize learning. The result is a high level of expectation for teacher expertise nurtured by collegial support and mentoring.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: CA Standards Test

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	65	54	55	41	51
Advanced	27	24	17	16	15
Number of students tested	60	59	60	58	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	52	53	44	23	33
Advanced	17	16	8	4	8
Number of students tested	23	19	25	26	36
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	58	45	46	36	39
Advanced	16	20	8	18	15
Number of students tested	31	29	24	28	33
3. (specify subgroup): White					
Proficient/Advanced	82	73	67	63	71
Advanced	41	36	21	25	24
Number of students tested	17	22	24	16	21
4. (specify subgroup): African American					
Proficient/Advanced					50
Advanced					14
Number of students tested					14

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 2 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	60	56	52	53	53
Advanced	22	17	12	26	17
Number of students tested	60	59	60	58	79
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	48	53	32	35	44
Advanced	9	21	4	8	19
Number of students tested	23	19	25	26	36
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	55	48	46	46	55
Advanced	13	14	4	21	12
Number of students tested	31	29	24	28	33
3. (specify subgroup): White					
Proficient/Advanced	77	68	63	63	62
Advanced	35	18	17	38	24
Number of students tested	17	22	24	16	21
4. (specify subgroup): African American					
Proficient/Advanced					43
Advanced					29
Number of students tested					14

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 3 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	59	77	62	61	56
Advanced	34	42	37	24	14
Number of students tested	59	60	60	80	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	48	63	50	48	51
Advanced	24	21	23	16	11
Number of students tested	25	19	26	31	35
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	50	45	55	52	33
Advanced	30	24	31	24	9
Number of students tested	30	25	29	33	33
3. (specify subgroup): White					
Proficient/Advanced	75	73	74	73	72
Advanced	40	58	58	27	17
Number of students tested	20	24	19	22	29
4. (specify subgroup): African American					
Proficient/Advanced				50	71
Advanced				36	21
Number of students tested				14	14

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 3 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	53	47	53	46	47
Advanced	15	13	28	15	12
Number of students tested	59	60	60	80	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	36	21	35	26	43
Advanced	4	0	12	3	9
Number of students tested	25	19	26	31	35
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	55	36	48	42	55
Advanced	13	8	24	15	0
Number of students tested	31	25	29	33	33
3. (specify subgroup): White					
Proficient/Advanced	77	63	63	64	62
Advanced	15	21	32	23	21
Number of students tested	20	24	19	22	29
4. (specify subgroup): African American					
Proficient/Advanced				29	64
Advanced				7	21
Number of students tested				14	14

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 4 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	75	74	66	53	50
Advanced	33	35	31	19	19
Number of students tested	99	91	96	97	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	68	42	57	38	40
Advanced	25	19	9	19	10
Number of students tested	48	43	35	45	38
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	72	74	56	24	49
Advanced	28	36	28	9	18
Number of students tested	50	50	43	45	39
3. (specify subgroup): White					
Proficient/Advanced	76	80	89	85	49
Advanced	42	40	46	27	20
Number of students tested	33	25	28	34	41
4. (specify subgroup): African American					
Proficient/Advanced		50	60	63	
Advanced		17	13	31	
Number of students tested		12	15	16	

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 4 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	63	67	58	59	52
Advanced	31	32	37	22	29
Number of students tested	99	91	96	97	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	44	58	40	51	37
Advanced	23	19	20	20	21
Number of students tested	48	43	35	45	38
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	62	64	54	38	46
Advanced	24	28	35	4	28
Number of students tested	50	50	43	45	39
3. (specify subgroup): White					
Proficient/Advanced	67	68	79	82	61
Advanced	46	40	57	38	37
Number of students tested	33	25	28	34	41
4. (specify subgroup): African American					
Proficient/Advanced		75	33	63	
Advanced		17	7	31	
Number of students tested		12	15	16	

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 5 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	72	52	67	55	22
Advanced	32	35	16	22	7
Number of students tested	96	90	95	92	94
Percent of total students tested	98	100	100	97	99
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	62	32	64	51	15
Advanced	19	6	10	14	0
Number of students tested	47	34	39	35	39
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	67	56	52	54	13
Advanced	28	24	14	19	3
Number of students tested	57	43	44	37	40
3. (specify subgroup): White					
Proficient/Advanced	77	61	82	56	49
Advanced	42	35	18	23	13
Number of students tested	26	23	34	39	41
4. (specify subgroup): African American					
Proficient/Advanced		29	80		
Advanced		7	20		
Number of students tested		14	15		

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 5 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	69	51	65	64	56
Advanced	20	26	23	34	18
Number of students tested	96	90	95	92	94
Percent of total students tested	98	100	100	97	99
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	64	29	59	46	41
Advanced	6	9	21	14	13
Number of students tested	47	34	39	35	39
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	72	49	48	60	38
Advanced	16	26	14	22	8
Number of students tested	57	43	44	37	40
3. (specify subgroup): White					
Proficient/Advanced	65	61	82	74	78
Advanced	23	39	35	49	30
Number of students tested	26	23	34	39	40
4. (specify subgroup): African American					
Proficient/Advanced		29			40
Advanced		0			10
Number of students tested		14			10

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 6 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	54	63	61	34	43
Advanced	18	21	25	9	11
Number of students tested	90	95	93	92	94
Percent of total students tested	99	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	39	55	61	21	29
Advanced	6	5	18	0	3
Number of students tested	36	38	33	38	34
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	50	41	56	15	23
Advanced	15	9	22	0	3
Number of students tested	46	44	41	40	40
3. (specify subgroup): White					
Proficient/Advanced	69	82	68	53	62
Advanced	31	38	29	18	21
Number of students tested	26	34	38	38	39
4. (specify subgroup): African American					
Proficient/Advanced	42	80		20	46
Advanced	8	13		9	0
Number of students tested	12	15		10	11

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 6 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	58	61	63	50	49
Advanced	21	21	29	13	14
Number of students tested	90	95	93	92	94
Percent of total students tested	99	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	42	55	49	32	44
Advanced	11	13	5	0	6
Number of students tested	36	38	33	38	34
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	59	43	46	35	35
Advanced	22	14	20	5	8
Number of students tested	46	44	41	40	40
3. (specify subgroup): White					
Proficient/Advanced	69	82	74	71	59
Advanced	27	35	42	21	21
Number of students tested	26	34	38	38	39
4. (specify subgroup): African American					
Proficient/Advanced	17	60		30	64
Advanced	8	13		10	18
Number of students tested	12	15		10	11

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 7 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	56	45	31	35	49
Advanced	11	18	4	4	12
Number of students tested	98	96	90	94	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	46	41	19	25	30
Advanced	0	12	0	0	10
Number of students tested	43	34	36	32	20
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	43	44	22	18	33
Advanced	2	13	0	0	5
Number of students tested	49	46	41	40	21
3. (specify subgroup): White					
Proficient/Advanced	76	62	45	56	71
Advanced	28	39	9	10	18
Number of students tested	29	37	33	39	28
4. (specify subgroup): African American					
Proficient/Advanced	59		18	27	
Advanced	6		0	0	
Number of students tested	17		11	11	

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 7 Test: CA Standards Test
Publisher: CA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	69	60	47	52	61
Advanced	21	20	13	14	18
Number of students tested	98	96	90	94	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	61	47	19	28	30
Advanced	2	12	3	6	0
Number of students tested	43	34	36	32	20
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	53	52	42	28	48
Advanced	10	17	5	3	10
Number of students tested	49	46	41	40	21
3. (specify subgroup): White					
Proficient/Advanced	90	76	61	69	79
Advanced	48	27	27	26	32
Number of students tested	29	37	33	39	28
4. (specify subgroup): African American					
Proficient/Advanced	77	50	27	82	
Advanced	12	10	0	9	
Number of students tested	17	10	11	11	

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 8 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	77	52	29	27	48
Advanced	22	13	0	0	7
Number of students tested	85	82	85	60	61
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	71	53	15	11	38
Advanced	11	10	0	0	0
Number of students tested	28	30	26	19	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	78	40	20	17	42
Advanced	18	8	0	0	5
Number of students tested	40	40	35	23	26
3. (specify subgroup): White					
Proficient/Advanced	77	70	39	41	62
Advanced	34	22	0	0	18
Number of students tested	35	27	36	27	21
4. (specify subgroup): African American					
Proficient/Advanced	70	40	36		
Advanced	0	10	0		
Number of students tested	10	10	11		

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 8 Test: CA Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	72	66	60	67	56
Advanced	40	28	29	33	23
Number of students tested	85	82	85	60	61
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	61	50	42	47	33
Advanced	21	17	15	21	8
Number of students tested	28	30	26	19	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	70	58	37	57	58
Advanced	18	20	11	26	19
Number of students tested	40	40	35	23	26
3. (specify subgroup): White					
Proficient/Advanced	83	89	78	85	71
Advanced	34	44	44	52	43
Number of students tested	35	27	36	27	21
4. (specify subgroup): African American					
Proficient/Advanced	40	30	73		
Advanced	0	0	36		
Number of students tested	10	10	11		

Notes: